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ABSTRACT

Primary teachers, aides, and volunteers participated in an inservice training program based on: prerequisites of reading; teaching materials and techniques; diagnostic tests of reading skills; beginning reading; and developing comprehension. Evaluative procedures included: (1) a pre and posttest on factual content, (2) showing videotape of a diagnostic study and selecting five areas in need of remediation from a list of 10, (3) from a list of 25 items selecting five that best suited the child described, (4) computing readability, (5) preparing a case study, (6) administering pre and post attitude and interest inventories, and (7) reports on aides and volunteers. It was concluded that the program was successful in achieving objectives related to: (A) knowing prerequisites for a reading task, (B) using diagnostic tests and assessing reading difficulties, (C) selecting appropriate methods and materials for a given child, (D) judging the difficulty of a passage, and (E) helping aides and volunteers work effectively with children. The program did not result in measurable changes in children's attitude toward reading; however, the objectives for aides and volunteers were achieved. (Appendixes are included for procedure, methods, and materials used.) (WR)

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EVALUATION

of

INSERVICE EDUCATION

on

READING

"UMBRELLA FOR READING"

Mamaroneck Public Schools

1971-1972

Education Professions Development Act

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Pupil Personnel Services
Revision June 14, 1972

CS 000 063

HISTORY

An inservice training program for primary teachers and aides was developed and funded under the Education Professions Development Act, following three years of re-examination of the Mamaroneck reading program. The original plans, objectives, outine of learning activities and plans for evaluation are attached. All plans were carried out with the exceptions indicated. (Appendices A, B, C, and D)

BRIEF SUMMARY OF PROGRAM

Planning: Planning was done in three one-week sessions (June 1971, August 1971 and December 1971) In addition, the reading and SLD consultants met every Wednesday afternoon with the Director of Pupil Personnel Services who served as coordinator of the project. Some of this planning time was also devoted to locally funded reading projects.

Activities: All primary teachers, aides and volunteers participated in six bi-weekly sessions during the first semester focusing on the following topics:

1. Prerequisites of reading - prereading screening
2. Developing prerequisite skills for reading - teaching materials and techniques
3. Diagnostic tests of reading skills
4. Beginning reading - teaching techniques and materials - a multi-sensory approach - readability
5. Beginning reading - teaching techniques and materials - a multi-sensory approach (cont'd)
6. Developing comprehension - creative teaching

Individual meetings of teachers with the reading consultants continued throughout the year. Funding was used to employ substitutes for the teachers so that their classes were covered during the consultation time.

Outside consultants were employed at different times: one to give a lecture to the entire staff; others to look at aspects of the program and make recommendations.

EVALUATION PROCEDURES

1. A pre- and post-test on factual content was administered.

2. A videotape of a diagnostic study of a pupil by a reading specialist was shown. From a list of ten possible areas of difficulty, teachers were asked to select the five areas in need of remediation.

3. Teachers were given a case study and asked to select from twenty-five instructional items the five that would best be used for the child described.

4. Teachers used the Spache Readability Formula to compute the difficulty level of a short reading passage.

5. Each teacher prepared a case study of one of her pupils.

6. Pre- and post- attitude and interest inventories were given to pupils in grades I - 3.

7. Teachers submitted brief reports on the work of their aides and volunteers.

RESULTS OF EVALUATION

1. Factual Test

The test included as Appendix E was administered in September, 1971 and again in May, 1972. One school's teachers objected to taking the post-test; their scores have therefore not been included. In the remaining schools where teachers took both tests, there was a 55% increase in median scores. In interpreting these results, one should bear in mind that the pre- and post-test results are not directly comparable because of changes in the composition of the groups.

Table I

Teachers' Pre- and Post-test Scores

	N	Pre-test Median Raw Score	N	Post-test Median Raw Score	Increase Raw Score	Per Cent Increase
Central	-	-	-	-	-	-
Chatsworth	16	46	14	69	23	50
Mamaroneck	19	39	17	54	15	38
Murray	17	37	17	64	27	72
All	52	40	48	62	22	55

2. Videotape of Diagnostic Study

The teachers were given printed material including test blanks for the three diagnostic tests administered:

Botel Reading Inventury

Gray Oral Reading Test

Wepman Auditory Discrimination Test

They were asked to score the tests during the presentation and then select five areas in need of immediate attention. The criterion for success was 80%, or four of the five areas. Results are indicated in Table 2 below. 90% of the teachers met the criterion standards.

Table 2

Diagnostic Study

	N	Number of Teachers with 100% correct	80%	Number Meeting Criterion	Per Cent Meeting Criterion
Central	10	3	4	7	70
Chatsworth	14	2	10	12	86
Mamaroneck	12	10	2	12	100
Murray	17	14	2	16	94
All	53	29	18	47	90

3. Selection of Appropriate Instructional Items

In order to make the case presentation more interesting, it was combined with the diagnostic study and presented by videotape with supplementary background material furnished. In reviewing correct responses with the teachers, reading consultants were convinced that eight, rather than the original five, of the twenty-five listed activities (methods or materials) would be appropriate for the child described. The criterion was 80%, or any four correct of

the five activities checked by the teacher. 76% of the teachers systemwide met the criterion.

Results are shown in Table 3 below.

Table 3

Selection of Appropriate Methods or Materials

	N	Number of Teachers with 100% correct	80%	Number Meeting Criterion	Per Cent Meeting Criterion
Central	10	4	4	8	80
Chatsworth	15	2	7	9	60
Mamaroneck	12	6	4	10	83
Murray	17	11	3	14	82
All	54	23	18	41	76

4. Spache Readability Formula

Each teacher was asked to compute the readability of a given passage. The criterion of success was 90% accuracy. Ninety-one per cent of the teachers systemwide met the criterion. Results are shown in Table 4.

Table 4

Accuracy of Teachers' Readability Scores

	N	Number of Teachers with 100% correct	80%	Number Meeting Criterion	Per Cent Meeting Criterion
Central	14	8	4	12	86
Chatsworth	17	11	5	16	94
Mamaroneck	15	15	0	15	100
Murray	17	10	7	17	100
All	63	44	16	60	95

5. Case Studies

Evaluation of case studies prepared by teachers was done by the reading consultants in each building. The following are excerpts from the consultants' comments.

Central School

The teacher selected a child or children whom she wished to study more fully. During each testing session, the teacher and the reading consultant recorded their observations. Reports included:

1. Background information
2. Observations and performance on task oriented items (dominance, similarities and differences, remembering concrete and abstract, noting missing elements, completion of a pictorial outline, sequencing, puzzle manipulation, eye-hand coordination)
3. Formal testing (Frostig, Wepman Auditory Discrimination Test, Botel, Gray Oral)
4. Analysis of data accumulated
5. Recommendations

At the close of the testing session, the notes taken by the teacher and the consultant were discussed and corrective procedures were recommended.

In approximately 30% of the cases selected and examined there was definite evidence of perceptual coordination or retention difficulties. On the Wepman (auditory discrimination) all children tested performed within the acceptable range.

In the administration of the Botel, teachers performed with a minimum of difficulty. More difficulty was encountered in administering the Gray Oral. The most frequent problems were in noting errors and interpreting them. In spite of some difficulty, teachers performed on the Botel and Gray with satisfactory proficiency.

Teachers, in general, attached more significance to deficiencies in word attack skills than they did to perceptual difficulties. They acknowledged the existence of a perceptual problem but stated that "time" was the major factor that prevented them from working more intensely with this type of child. Therefore, the reading consultants stressed the importance of identifying these children and prescribing materials to overcome these difficulties which did not require constant supervision on the part of the teacher.

George Gorvine

Chatsworth School

In evaluating the case studies of the teachers at Chatsworth, the appropriateness of the objectives set were rated on a 1-3 scale with the rating of 1 being the least appropriate. Eighty per cent of the teachers were rated 3; they succeeded in setting realistic, specific objectives which reflected the understandings derived from their diagnostic testing. The remaining twenty per cent (4 teachers) received a rating of 2. Some did not specify weaknesses with enough precision, as, for example, the teacher who aimed to "improve comprehension". Other teachers set objectives which were unrealistic and overly ambitious; they identified goals which were too advanced for the child's level of achievement or too long-range to be of any consequence for the present time.

Based on the teachers' evaluations of their achievement of the objectives, after a six week period, fifty per cent of the teachers may be considered very successful in accomplishing their aims. All teachers in the category had previously set very acceptable objectives for the children. The other fifty per cent of the teachers (8 teachers) had moderate success in their achievement of the objectives. For four of them, this was primarily the result of inappropriate objectives set (as indicated above). In discussing this with the teachers, objectives were revised for future instruction. In one case, the child's emotional problems interfered with attainment of the objectives; this, of course, suggests that the objectives may have been inappropriate also. In other cases, poor teacher-pupil rapport, or little teacher involvement was partly responsible. For some, the instructional techniques and materials were not appropriate for the desired objectives. Teachers were at times inconsistent in their approach to a given problem, as, for example, the teacher who reverted to a sight word approach, when a linguistic approach was decided upon as most effective. It is important to note also that although teachers in this category did not attain all their objectives, many noticed improvements in the children in areas for which no objective had been set. Thus, in the strictest sense, their identified goals had not been met; effective learning, however, had occurred.

In discussing these individual cases with the teachers, greater understanding of the children involved was evidenced by the teachers. Focusing on one child has helped to develop awareness of the individual in the classroom. Evaluation of their pupil's achievement of the objectives has in many cases resulted in a more perceptive prescription for that child's future instruction.

Virginia Kauppi

Mamaroneck Avenue School

Eighteen teachers gave case studies. Each was taped in the presence of another teacher and the reading consultant. This gave an opportunity for questions and answers, sharing of information and helpful suggestions.

Without exception the teachers showed a depth of understanding of both superficial and underlying problems, an ability to set appropriate objectives and a knowledge of the techniques and materials needed to accomplish them. The characteristics which were most apparent were their concern for the children they were working with and their conscientiousness in searching for the correct answers to their problems; in following through to the desired goal, and in seeking alternatives when something failed to achieve the desired results. They were quite honest in acknowledging these failures and tried to explain rather than excuse them.

As far as the actual case study format went, most were well organized and clearly presented. Three presentations could have been more carefully and logically organized.

Harriet Merritt

Murray Avenue School

Once the initial hurdle of writing behavioral objectives was passed this phase proceeded very smoothly. The teachers found the books on behavioral objectives* provided to be very helpful and eased their minds.

In the very beginning most of the objectives were found to be too broad and the teachers then had to refine them into smaller, more workable areas.

The Botel tests, Slosson test, and the Gates-MacGinitie Reading Readiness tests were helpful in aiding the teachers to set objectives. However, the greatest difficulty we encountered was getting the teachers to look at the test data as a guide to writing objectives. This is an area that the SLD and

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* UCLA Center for the Study of Evaluation, Instructional Objectives Exchange, Reading K-3 (Los Angeles, Cal. 1970; Mager, Robert, Preparing Instructional Objectives (Palo Alto, Cal: Fearon Publishers, 1962); Schade, Charlanne, Everything You've Always Wanted to Know and Were Afraid to Ask About Reading, (Unpublished manuscript)

reading consultants worked on with them, and the results were gratifying. The majority of the teachers are now beginning to look upon tests as something to be useful rather than as something to be filed away.

The teachers became very good at writing behavioral objectives and those they wrote were most appropriate. They were really able to zero in on a child's problems very precisely.

We have seen much achievement on the parts of students at Murray Avenue. Where the objectives were reasonable and workable they were achieved. The following are explanations of failure to achieve objectives where applicable:

1. objectives too broad
2. objectives unrealistic
3. overriding emotional problems on the part of students
4. lack of parent support
5. inappropriateness of materials (too hard, easy, etc.)

Charlanne Schade

6. Mamaroneck Reading Attitude and Interest Inventory Pre- and Post Test

The instrument used was developed by the reading consultants during their August, 1971, workshop (Appendix F). A re-test administered about two weeks after the September pre-test resulted in the test-retest reliabilities given in Table 5 below.

Table 5

Test-Retest Reliabilities for The Mamaroneck Reading Attitude and Interest Inventory

Grade	N	r
1	32	.68
2	35	.85
3	35	.69
4	39	.71
6	40	.80

The data on the results of the attitude inventory for grades 1 - 3 are included in Table 6. It should be noted that only students who took both pre- and post-tests were included. Scores were computed by adding a constant of 10 to the reading score on the Mamaroneck Attitude and Interest Inventory.

Table 6

Pre- and Post-test Scores on
The Mamaroneck Reading Attitude
and Interest Inventory

	N	Pre-test means	Post-test means	Difference
		Grade 1		
Central	47	13.7	16.4	+2.7
Chatsworth	77	14.3	12.7	-1.6
Mamaroneck	61	16.0	14.3	-1.7
Murray	79	16.1	16.3	+ .2
All	264	15.1	14.8	- .3
		Grade 2		
Central	82	14.1	13.5	- .6
Chatsworth	89	14.0	12.6	-1.4
Mamaroneck	66	13.6	12.9	- .7
Murray	101	14.2	14.3	+ .1
All	338	14.0	13.4	- .6
		Grade 3		
Central	80	12.3	12.7	+ .4
Chatsworth	101	13.5	14.0	+ .5
Mamaroneck	71	12.5	14.0	+1.5
Murray	100	13.4	13.0	- .4
All	352	13.0	13.4	+ .4

The results are not highly encouraging. Apparently the program did not result in changing pupils' attitudes toward reading, at least as measured by this instrument. Possible explanations are:

--the instrument used may be invalid.

--the initial response to the inventory may have been over-enthusiastic because of pupils' natural desire to make a good impression on their new teacher, or unusual positive expectations on the part of the students.

--there may be a normal decline in interest in all academic subjects over the school year.

--the administration of the interest inventory immediately after reading achievement tests may have adversely influenced the post-test scores.

--at the end of the year of academic work, students may have a better understanding of their own attitudes towards reading; whereas, at the beginning of the year, their feelings may be somewhat invalid or unrealistic due to the vacation.

--the systemwide emphasis on reading achievement may have discouraged teachers' efforts to stimulate reading interest.

Further research would be necessary to investigate these hypotheses.

7. Work of Aides and Volunteers:

The evaluation of the specific objectives for aides is based on the teachers' comments as summarized by the reading consultants as follows:

Central School

The direct or indirect results of the inservice experiences of teachers and aides have been the increased use of teacher aides in the following capacities:

Group Instruction: The aide works with small groups of children--listening to them read, working on specific skills or sharing their reading experiences. Several aides have been used in the reading laboratory to work with programs designed to improve word attack skills and comprehension.

Individual Instruction: The aide is requested to read with or work on a skill with one child. During these sessions there has been increased use of audio-visual materials, learning games and materials devised for specific needs.

Preparation of Materials: Under the careful guidance and supervision of the teacher, there has been increased use of teacher aides to make specific materials readily available for classroom use. Many of the aides are directly involved in preparing and organizing skill files and in selecting appropriate materials that are to be included in the file. The preparation, organization and utilization of materials is an added educational experience. It familiarizes aides with the skills needed to teach reading and the materials that are designed to teach specific skills.

Each aide is under the direct supervision of the classroom teacher. Supervision practices vary from classroom to classroom. In general, the program has improved the teachers' and the aides' awareness of the numerous ways in which the aides' services may be utilized in the classroom. It has also--

1. Created a closer working relationship between aide and teacher.
2. Improved the aides' self-esteem. The aide now considers herself an intricate and necessary part of the school program.
3. Improved the aides' ability to converse with teachers on issues dealing with the teaching of reading.
4. Made aides more aware of the reasons for reading disability and more accepting and tolerant of behavioral problems.

George Gorvine

Chatsworth School

Five teacher aides participated in the Umbrella reading course at Chatsworth. A questionnaire for teachers elicited responses regarding their aides' responsibilities, understanding of the reading process, skills, and methods, and demonstrated proficiency in working in the area of reading.

All five aides perform basically the same roles within their teams. Their time is divided between clerical work and relieving other teachers, and individual or small group work in follow-up activities. All are involved in helping children with reading skills. Some teachers reported that their aides are now spending more time on a regular basis with individual children with reading problems than they were earlier in the year. This might suggest that the teachers have greater confidence in the abilities of their aides, and that they are more willing to entrust them with more academic responsibilities. (Four of the aides received positive evaluations of their demonstrated understanding of reading skills and methods.) In addition, it may suggest that the aides have taken a more active interest in the area of reading, and have initiated some activities. For three of the aides this has apparently been the case. As one teacher notes, "She sees problems and thinks of activities to use. An excellent reading aid." Another teacher states, "She is aware of our program and the areas of skill stress. The class considers her the third teacher." Teachers report that the other two aides, though they do work with small groups of children, seem to prefer doing clerical work rather than working with individual children. As one teacher commented, "Her lack of self-confidence in this and other areas makes her less agressive in pursuing academic areas and makes her cling to things like room cleaning and bulletin board changing."

From a personal standpoint, it is gratifying to see these five teacher aides frequenting the reading room to check out materials for "their kids" and to bring back ideas to their classrooms. They have, in some ways, been liaisons between the classroom teacher and myself, facilitating implementation of new materials and approaches.

Virginia Kauppi

Mamaroneck Avenue School

Seven teaching aides perform the following tasks:

1. Work with individual children and small groups, occasionally supervising the whole class.
2. Play games to practise reading skills.
3. Make up games for above purpose.
4. Help kindergarten children write stories.
5. Listen to children read orally, or introduce and check silent reading.
6. Check comprehension by asking questions, both literal and interpretive.
7. Use reading machines (e.g., Craig Reader, Language Master) with children in reading lab.
8. Make up dittoes.
9. Score tests.
10. Correct papers.

Comments about aides by teachers were without exception favorable and included such remarks as:

"Creative, sensitive to children's needs, and responsible."
"Can introduce new stories, help children with word skills, summarize and interpret reading material."
"Motivates and encourages children to enjoy reading."
"Shows excellent knowledge of children's books and various reading materials and can make suggestions for their use."

Harriet Merritt

Murray Avenue School

The aides and volunteers found the Umbrella for Reading course to be very valuable, but there has been reluctance on the part of some teachers to change the roles of the aides.

Many of the aides are still involved in clerical duties, and some are being used for teacher breaks.

Those aides who are involved in actually working with children are proving to be a great asset to the teachers and the children. Many of the aides have shown a great desire to become more actively involved with children. Their reactions to the course were highly positive.

Charlanne Schade

CONCLUSIONS

It should be noted that the "Umbrella for Reading" inservice program ran concurrently with a locally funded "Right-to-Read" program which involved tutorial work with selected students. That program, which is being evaluated separately, shows that the students made gains in reading comprehension, as measured by the Metropolitan Reading Test, far in excess of those to be expected according to national normative data. Doubtless the instruction which primary teachers received contributed to these excellent results.

The Umbrella for Reading proposal listed ten objectives for teachers and two for aides (see Appendix B). On the basis of the foregoing data, it may be concluded that the program was successful in achieving those objectives related to -

- knowing the prerequisites for a reading task (a)
- using reading diagnostic tests and assessing children's reading difficulties (b)
- selecting appropriate methods and materials for a given child (c, d, e, g, h, i)
- judging the difficulty of a reading passage (f)
- helping aides and volunteers work effectively with individual children (a, b)

The program did not result in measurable changes in children's attitude toward reading (f, j).

The objectives for aides and volunteers were achieved satisfactorily (a, b).

RECOMMENDATIONS

1. Future programs should be planned with the teachers in each school to meet their individual needs. Informal feedback from teachers indicates that more informal individual conferences with the reading consultants would be appreciated. Time should be arranged for this purpose.
2. Continued efforts should be made to reinforce and support primary teachers in their efforts to implement the theory and methodology acquired this year.
3. Future evaluation procedures should include teacher assessment of the program.
4. It would be well to extend a concentrated inservice effort to teachers from Grade 4 on.
5. In future programs, more attention should be paid to motivational aspects for both teacher and pupil.

B/ml

APPENDICES

Appendix A

1. Proposal Description

The original prospectus is attached.

The plans for 1971-72 are as follows:

a. The four reading consultants will form two teams. Each team will present a topic to two different schools' teachers (K - 3) on succeeding weeks. Thus, in a series of twelve Monday afternoons, six sessions would be held in each school.

b. The reading consultants will meet every other Wednesday at 2:00 to evaluate the inservice sessions.

c. Substitutes will allow teachers and aides time to confer with the consultant on each of three of the class children, devoting one session to diagnosis, one session to developing a prescription, and one session to follow-up.

d. Reading consultants will meet during the week of June 14 to 18 to do further planning.

e. Reading consultants, including the two new ones to be hired, will meet during the week of August 25 to 31 to finalize the program.

f. Sixteen teacher aides and twelve volunteers will participate. It is hoped that this program will improve their expertise, further their knowledge of what teaching is all about, and provide a ladder for those so inclined to step toward the goal of a teaching career.

g. Outside reading consultation will be available for special demonstration sessions.

2. Specific Objectives

a. The teacher will list the prerequisites for initial reading and for two more advanced reading tasks of her selection.

b. The teacher will select a reading diagnostic test, an interest inventory and a test of visual and auditory perception, administer it to one child and write a diagnostic interpretation of the results.

c. The teacher will select from a variety of materials and techniques those that will help a given child build on his strengths and overcome his weaknesses and will construct a plan for using them.

d. Given a child with a difficulty in auditory or visual perception, the teacher will devise or choose techniques for intervention to eliminate the identified specific perceptual weaknesses and will initiate a plan for remediation.

e. The teacher will identify the phonic skills necessary to decode a given reading selection and will demonstrate her ability to teach these skills.

f. Given a pupil who is able to read independently but who says he doesn't like to read, the teacher will use interview and/or interest inventories to identify a specific interest, locate materials of his reading level related to this interest and develop with him a project that will involve him in reading.

g. Given a student of superior reading ability, the teacher will list three activities and three materials of appropriate difficulty and challenge to use in an individualized reading program.

h. Given a student whose actual reading ability is below his potential, as indicated by his general intelligence level, the teacher will list three activities and three materials for an individualized reading program.

i. Given a child with a specific reading difficulty, the teacher will make either a game, write a passage or plan an experience that responds to this child's difficulty.

j. The teacher will conduct her reading class in such a way as to develop a more positive attitude toward reading in her pupils.

Objectives for Aides and Volunteers

a. The aides and volunteers will carry out with individual children the educational prescriptions developed by the teacher and the consultant.

b. Aides and volunteers will consult freely with teachers and/or reading consultants during the course of their work.

3. Outline of Learning Activities for the Teachers

The following are examples of learning activities related to the specific objectives. Further activities will be designed throughout the 1971-1972 school year.

a. In a game situation, teachers and aides will be led to identify the prerequisites they need to participate effectively in the game. An analogy between the prerequisites for the game and the prerequisites for a specific reading task will be drawn; e.g. prerequisite of knowledge of alphabet before learning dictionary use.

b. Teachers will be given sample copies of a variety of diagnostic reading tests, interest inventories and tests of visual and auditory perception to examine and try out on each other.

c. The collection of materials and equipment for the teaching of reading assembled in the professional library will be utilized by the teachers involved.

d. Teachers will be instructed in the use of, and will work with, such materials as Frostig, listening tapes, Language Master, etc.

e. Teachers, aides and volunteers will be instructed in the use of, and will work with, such materials in the teaching of phonics as Palo Alto, Katherine Stern, Sullivan, etc.

not done

f. Teachers will be given two equally difficult selections, one of universal interest and another on a dull topic. They will be given a comprehension test. It is anticipated that they will achieve a higher score on the interesting topic. This experience will demonstrate to the teachers the subjective differences in reading interesting and dull materials. They will learn to use one or more readability formulae.

g. & h. Case histories will be used in discussion groups.

in one school only.

i. Teachers and aides will plan and arrange a reading materials exhibit for the community with demonstrations of both commercial and teacher-made materials.

not done

j. The impact of this activity depends on its unfamiliarity to the participants. It will therefore not be described in detail. It will involve the teachers and aides in a very rigid approach to a normally pleasurable activity to give them a feeling for ways in which they may unwittingly make classroom teaching dull.

4. Plans and Methods for a Critical Evaluation of the Program in Light of the Objectives

The numbers in ( ) indicate the objectives for teachers to be evaluated by the methods indicated below:

A factual pre- and post-test will be administered (a, b, d, e).

Given a video tape of a diagnostic study of a pupil by a reading specialist and a list of ten possible areas of difficulty, the teacher will select with 90% accuracy the five areas in need of remediation (b).

The teacher will be given a case study and asked to select from a display of 25 instructional items the 5 that would best be used for that child (c, f, g, h).

Given a reading passage of 100 words, the teacher will calculate its difficulty level with 90% accuracy (f, g, h).

Each teacher will write a study of one child including reading diagnosis, behavioral objectives set for the child and a continuing account of intervention and evaluation of pupil progress. Two instructors will evaluate the report as to (1) appropriateness of the objectives set, (2) achievement of the objectives or (3) an explanation of failure to achieve them (f, g, h).

Pupils will be asked to rank in order of preference a list of school activities including reading. (Lists will vary for different grades.) Rankings before and after the inservice course will be compared (j).

Teachers' reports on their supervision of the para-professionals will be offered as the sole evaluation of the work of the aides and volunteers.

Mamaroneck Public Schools
Mamaroneck, New York

UMBRELLA FOR READING

K-3

Do you know ...?

Everything You've Always Wanted to Know about Reading

PART A

In the following section check TWO (2) answers for each question.

1. If you are told that a child has a marked problem with visual perception, you should

   a) excuse him from all reading instruction in your class because you might do him more harm than good.

   b) try to find specific ways to help him overcome his difficulty.

   c) refer him to a neurologist.

   d) send him to the reading specialist for specialized instruction.

   e) consult with the Pupil Personnel team in your school.

2. If a child consistently ignores oral instructions, which of the following steps are most important?

   a) refer him to the nurse.

   b) speak louder.

   c) call his name specifically when you give directions.

   d) ignore him because he is just looking for attention.

   e) give him preferential seating.

3. Which of the following are more likely to have trouble learning to read?

   a) a left handed child.

   b) a child who uses both hands interchangeably.

   c) a child who spends hours building block towers.

   d) a child who flits from one activity to another.

   e) a near-sighted child.

4. Which activities would be particularly appropriate for a child whose reading shows a tendency toward reversal errors?

   a) drill on sight words.

   b) ask him to copy a left-to-right visual pattern.

   c) ask him to find specific two letter sequences as they occur on a page of print.

   d) give intensive phonic drill.

   e) delay reading instruction.

5. Which activities would be appropriate for a child who constantly misreads words with short vowel sounds?

   a) help him to attach sounds to vivid key words.

   b) give him practice in distinguishing between pairs of words using the same and different vowel sounds.

   c) drill him on sight words.

   d) concentrate on picture clues.

   e) forget it. It's not important.

6. Which activities are appropriate for a 3rd grade child who makes persistent errors such as confusing b's and d's in writing?

   a) ignore it. The problem will go away by itself.

   b) ask him to write a page of each letter at home each night until the trouble disappears.

   c) encourage him to type rather than write.

   d) provide opportunities for coordinated gross motor activities: walking a balance beam, large chalkboard patterns, etc.

   e) involve him in games requiring an awareness of left and right.

7. Which activities are appropriate for a child who has difficulty remembering the order of events in a story?

   a) following simple directions.

   b) unscrambling sentences.

   c) drawing a picture about his favorite story.

   d) putting a series of pictures in order to tell a story.

   e) working jigsaw puzzles.

8. Which of the following are appropriate for a child who has difficulty concentrating and completing a task?

   a) see that his environment is richly stimulating.

   b) send his unfinished work home to be completed under parental supervision.

   c) alternate seat activity with physical movement.

   d) decrease your expectation of his potential.

   e) give him a quiet, isolated place to work.

9. Which of the following are appropriate for a child who seems physically awkward and spatially disoriented?

   a) discuss problem with pupil personnel team.

   b) release him from gym instruction.

   c) concentrate on learning activities which will keep him in his seat.

   d) require that he participate in competitive sports.

   e) provide opportunity for simple gross motor activities.

10. What might you appropriately do for a child who has a severe problem following a line of print?

   a) permit pointing with his finger to keep his place.

   b) discourage pointing with his finger to keep his place.

   c) urge child to read faster so that it will sound smoother.

   d) suggest that he use a marker as he reads.

   e) tell him to pay attention.

11. During your class free-reading time, you notice one child who does not settle down with a book. Which of the following might you do:

a) pick out a book for him on a subject you know he needs to study more.

b) give him an interest inventory.

c) help him find a book on his instructional level.

d) teach the whole class how to find a book which is neither too easy nor too hard.

e) assign him a book report.

f) talk to him about the things he likes to do.

PART B

Number the following sequence activities in order of increasing complexity:

_____ arranging several unfamiliar pictures in logical sequence.

_____ retelling a familiar story.

_____ numbering sentences in the order in which the events occurred in a story read.

_____ numbering sentences which describe daily activities in their logical order.

Number the following main idea activities in order of increasing complexity:

_____ writing title for short story child has read.

_____ making up caption for picture child has drawn.

_____ suggesting title for story read by teacher.

_____ outlining a chapter in a social studies book.

_____ writing titles for various sections of a factual article.

PART C

In the following section, assume the child knows all regular single consonant sounds and short vowel sounds. Read each nonsense word below and determine which additional word attack skill(s) might need to be taught before the child will be able to decode the word correctly.

Write the appropriate letters for the skills next to the nonsense words.

_____1) blice	a) consonant blends and digraphs
_____2) mattaw	b) silent consonants
_____3) splies	c) variant sounds of consonant
_____4) mouch	d) vowel digraphs (e.g. n<u>ee</u>d)
_____ 5) sunnit	e) vowel diphthongs (t<u>oi</u>l)
_____6) scroamly	f) vowel-consonant - <u>e</u> pattern
_ ___7) undast	g) prefixes
_____8) knobe	h) suffixes
_____ 9) chobaid	i) inflected endings with changes in root word
_____10) gop	j) syllabication
	k) no new skills needed

PART D

To the best of your ability identify the prerequisites for beginning reading which are specifically evaluated in the following tests:

Frostig (F)
Metropolitan Readiness (Met)
Stanford Early School Achievement (S)
Wepman (W)
Mamaroneck Schools Kindergarten Achievement (Mam)

The letters in parentheses indicate abbreviations used as column headings. Place a check in the appropriate column or columns.

	F	Met	S	W	Mam
Gross Motor Skills					
Fine Motor Skills					
Auditory discrimination					
Auditory memory					
Visual discrimination of likenesses and differences					
Copying					
Form constancy					
Figure-ground perception					
Laterality					
Vocabulary					
Creativity					
Work Habits					
Understanding a sentence					
Recognition of alphabet					
General information					

PART E

Here is a list of diagnostic tests:

a) Frostig

b) Stanford Reading Diagnostic Test

c) Gray Oral Reading Test

d) Botel Reading Inventory

e) Mamaroneck Diagnostic Test

f) Wechsler

g) Wepman

h) None of these

Which of these would you as a classroom teacher use if a child in your class:

1) had trouble copying letters. _____

2) was reading exceptionally well, but you weren't sure just what level books to give him. _____ _____

3) consistently mispronounced words. _____

4) cried whenever he made a mistake. _____

5) seemed to have a poor phonics background. _____ _____

Which of these tests is primarily a <u>group</u> test? _____

Mamaroneck Public Schools

Mamaroneck, New York

Appendix F

DIRECTIONS FOR ADMINISTERING THE ATTITUDE INVENTORY

Grades 1 to 6

This inventory was designed to examine the changing attitudes of children toward reading. The inventory will be administered during the first week of school and will be re-administered in May.

Of the 20 items, ten items are related directly or indirectly to reading: the other ten are related to other activities with which children are familiar.

The teacher should be certain that each child is familar with the marking procedures. All test items are to be read aloud by the teacher. The faces on the answer sheet are clues to help children remember the three choices.

Each child should be provided with a sheet of paper to be used as a marker. The child will move the marker down after each reading. The teacher should circulate around the room to be sure each child has the correct place.

Before beginning to read the directions, draw the three faces on the blackboard and write the captions (I like it; I don't like it; I don't know) above the appropriate face.

READ: All of you like certain things very much. There are other things you don't like. And there are some things you don't know if you like or not. I am going to name a few things. How many of you like ice cream? (Wait for response;) I see that most of you like ice cream. Let's look at the three faces on the board. Since most of you like ice cream, which of these faces should we mark. (Select a child who likes ice cream and ask him to mark the smiling face with an X)

Continue similarly with other examples such as playing with dolls, taking a bath, etc.

Now read each item, repeat if necessary, and give children their response to each item

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Continue similarly with other examples such as playing with dolls, taking a bath, etc.

Now read each item, repeat if necessary, and give children time to mark their response to each item. Be sure each child is marking only one choice per item. Help children as much as you like with the directions, but do not influence their decisions in any way.

Each child needs: 1 test blank
1 pencil or crayon
1 sheet of paper to use as marker.

Scoring: Reading items are Nos. 1, 3, 5, 8, 10, 12, 15, 17, 18, and 20.

Non-reading items are Nos. 2, 4, 6, 7, 9, 11, 13, 14, 16, and 19.

Count the "like" and "don't like" marks in each category separately.

Ignore the "don't know's."

Reading attitude score = "Reading-like (R-L) minus "Reading-Don't Like" (R-DL)

Non-reading attitude score = "Non-reading-like" (N-L) minus "Non-reading-Don't Like" (N-DL)

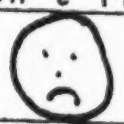
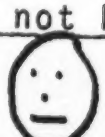
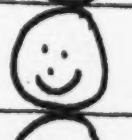
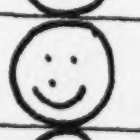
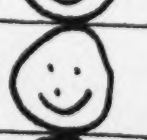
Possible range is 10 to minus 10. Record scores at bottom of the page.

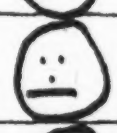
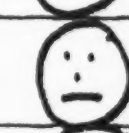
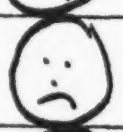
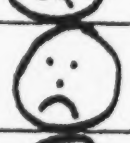
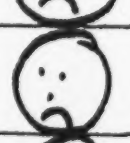
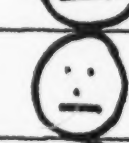
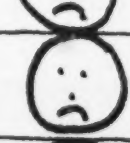
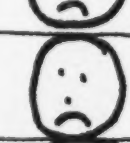
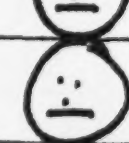
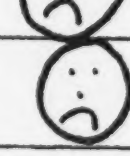
MAMARONECK PUBLIC SCHOOLS

Mamaroneck, New York

Reading Attitude and Interest Inventory
Grades 1 - 6

Name: _____ Date: _____

	I like it	I don't like it	I do not know
1. Listening to stories			
2. Swimming			
3. Reading books in School			
4. Playing games with other children			
5. Reading at home			
6. Seeing movies in school			
7. Riding a bike			
8. Hearing about the books other children have read			
9. Making things with my hands			
10. Reading to other people.			
11. Listening to records			
12. Going to the library to pick out a book			
13. Learning about nature.			
14. Drawing pictures			

1. Listening to stories			
2. Swimming			
3. Reading books in School			
4. Playing games with other children			
5. Reading at home			
6. Seeing movies in school			
7. Riding a bike			
8. Hearing about the books other children have read			
9. Making things with my hands			
10. Reading to other people.			
11. Listening to records			
12. Going to the library to pick out a book			
13. Learning about nature.			
14. Drawing pictures			
15. Telling people about the book I have read			
16. Singing			
17. Reading when I have extra time			
18. Reading about other places and people			
19. Working with numbers.			
20. Learning how to figure out new words			

R-L _____minus R-DL_____ = _____

N-L _____minus N-DL_____ _____